St Patrick's School

Job Description

CRT 0.4 FTTE Release Teacher

Faith, Good Works and Striving for Excellence

Learn, Create, Share

Purpose

Teachers are responsible to the principal for upholding the Special Catholic Character, curriculum delivery, curriculum content, assessment of pupil progress, reporting to parents and other delegated responsibilities at the discretion of the principal.

Extent of Authority

Teacher:

- Operates within legal requirements of the St Patrick's School Charter and Policies
- Is responsible for the welfare of ALL students at St Patrick's School
- Is responsible for the education of the students his/her class
- Is responsible for any other duties delegated and agreed upon.

Catholic Special Character

The basic aims of our Special Catholic Character are:

- To uphold and support the Special Catholic Character of St Patrick's School.
- To put the well-being of our students first, respecting their rights and dignity, nurturing their individual sense of self-worth and serving their spiritual, academic and human needs.
- To help students to see the relevance of the Good News of salvation and challenge them to live by Gospel values.
- To work to deliver the Religious Education programmes to our students and relate these to their daily lives.
- To enable students to develop a sense of personal responsibility and a commitment to their community.
- To endeavor to exercise restorative justice in the case of students who offend.
- To support the integral relationship of the Catholic school and the Catholic Parish.
- To promote the peace of Christ in the world by modeling co-operative behavior and peaceful solutions to conflict.

Working Relationships

Teachers:

- Give priorities to ensuring the well-being and education achievements of their pupils
- Work as team members of St Patrick's Staff
- Build working relationships with colleagues within the Mawhera Community of Learning and Toki Pounamu and other schools.
- Have positive relationships with parents and our parish
- Help to promote the best interests and good image of our school.

Code of Professional Responsibility and Examples in Practice

1. COMMITMENT TO THE TEACHING PROFESSION

1. 1 DEMONSTRATING A COMMITMENT TO PROVIDING HIGH-QUALITY AND EFFECTIVE TEACHING.	• engaging in lifelong inquiry, learning and relevant professional development opportunities and applying new learning to my practice • supporting others to have relevant professional learning and development opportunities • genuinely engaging in appraisal processes and responding to feedback from appraisal • engaging in inquiry to evaluate the effectiveness of my teaching or leadership • leading or participating in efforts to improve the effectiveness of teaching and learning in my centre or school • genuinely committing to support every learner to progress regardless of their abilities or disabilities • engaging in conversations about developments in education and best practice for teaching and learning • advocating for the provision of high-quality educational programmes for all learners.
1. 2 ENGAGING IN PROFESSIONAL, RESPECTFUL AND COLLABORATIVE RELATIONSHIPS WITH COLLEAGUES.	• contributing to an inclusive, supportive and respectful workplace culture that promotes teacher and learner wellbeing • respecting the diversity of my colleagues, such as respecting their heritage, language, identity, beliefs and culture • affirming my Māori colleagues as tangata whenua, respecting their heritage, language, identity and culture • seeking to resolve conflicts respectfully and constructively • supporting beginning teachers and other colleagues with coaching and mentoring to help them advance their practice • providing colleagues with constructive feedback and appraisal on their practice • protecting personal or confidential information about my colleagues (unless disclosure is required by the law or serves a compelling professional purpose) • leading or supporting strategies to promote a safe working and learning environment, such as initiatives to prevent and manage violence, harassment and bullying
1. 3 DEMONSTRATING A HIGH STANDARD OF PROFESSIONAL BEHAVIOUR AND INTEGRITY.	• behaving in ways that promote a culture of trust, respect and confidence in me as a teacher and in the profession as a whole • demonstrating a strong sense of personal responsibility and accountability • using professional resources carefully and only for their intended purposes using information and digital technology appropriately and responsibly • engaging with formal reviews, inquiries or investigations • disclosing and managing any real, potential or perceived conflict of interest • taking care that my actions outside of work do not interfere with my performance as a teacher, affect the trust and confidence others have in me or reflect badly on the integrity or standing of the teaching profession • contributing to a professional culture that is respectful and values diversity.
1. 4 DEMONSTRATING A COMMITMENT TO TANGATA WHENUATANGA AND TE TIRITI O WAITANGI PARTNERSHIP IN THE LEARNING ENVIRONMENT	• showing an understanding of and respect for Māori language, culture and customary protocols (tikanga Māori) • fostering an understanding of Te Tiriti o Waitangi, and its implications within the learning environment • taking active steps to achieve equitable outcomes for Māori learners

	● valuing and promoting te reo Māori and tikanga Māori in school or centre management and in teaching and learning ● articulating and fostering high expectations of Māori learners ● providing contexts for learning where the identity, language and culture ('cultural locatedness') of Māori learners and their whānau, hapū and iwi are affirmed ● promoting a learning environment that provides culturally responsive and engaging contexts to enable Māori achievement.
1. 5 CONTRIBUTING TO A PROFESSIONAL CULTURE THAT SUPPORTS AND UPHOLDS THIS CODE.	● fostering a professional culture of openness and self-reflection ● leading and engaging in professional conversations about ethical conduct ● learning about and applying tools for dealing with ethical dilemmas ● demonstrating an understanding of the expectations of the profession set out in this Code ● providing mentoring, guidance and support to students studying in initial teachers' education programmes, those new to the profession, and colleagues to help them to understand the expectations set out in this Code ● complying with reporting requirements (such as self- reporting a criminal conviction) ● taking action to stop harmful, unethical or unlawful actions of a colleague where their behaviour may be in breach of this Code.

2. COMMITMENT TO LEARNER

2. 1 PROMOTING THE WELLBEING OF LEARNERS AND PROTECTING THEM FROM HARM.	● creating learning environments (including online spaces) that are safe and inclusive, and that promote the dignity and emotional wellbeing of all learners ● fostering trust, respect and cooperation with and among learners ● fostering a learning environment that actively promotes community support ● showing respect, for example, using a respectful tone of voice, showing an interest in learners as individuals and learning names quickly ● demonstrating empathy and responsive care when learners are unwell, hurt or upset ● being familiar with the indicators of, and risk factors for, abuse and neglect and taking appropriate action where there is reason to believe a learner may have been, or may be at risk of being harmed (including self-harm), abused or neglected ● advocating for a learner's right to access the educational institution and to receive additional support for their development and learning where this is needed ● working collaboratively with other agencies that may be involved with a learner's wellbeing ● using care and sound judgement when discussing a learner's personal information with others, either within the learning environment or outside of it ● informing learners of the extent of confidentiality and the situations where information may be disclosed ● using established procedures for out-of-school or out-of-centre activities in order to reduce risk of harm ● fostering an environment of trust and respect where learners feel it is safe to take risks ● using digital communication with diligence and care to protect the privacy and confidentiality.
2. 2 ENGAGING IN ETHICAL AND PROFESSIONAL RELATIONSHIPS WITH LEARNERS THAT RESPECT PROFESSIONAL BOUNDARIES.	● being careful to manage professional boundaries both within and beyond the learning environment ● taking steps to establish and maintain positive and professional relationships focused on their learning and their wellbeing ● taking steps to ensure that my learners understand the limits and boundaries of the teacher–learner relationship ● being transparent about actions that could be interpreted as blurring professional boundaries, by informing, and seeking authorisation from, my professional leader.

2. 3 RESPECTING THE DIVERSITY OF THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF ALL LEARNERS.	● learning about the histories, heritage, language, identity, beliefs and culture of my learners and what is important to them ● using opportunities in my teaching and leadership to affirm and draw on the cultural capital that all learners bring with them to their learning experience ● fostering a learning culture that celebrates diversity and inclusion, and protects against discrimination ● understanding my world views may be different from those of my learners ● use opportunities to build on a learner's home language and culture in the learning setting ● using the correct pronoun for a learner's preferred gender identity ● pronouncing learners' names correctly and encouraging others to do the same.
2. 4 AFFIRMING MĀORI LEARNERS AS TANGATA WHENUA AND SUPPORTING THEIR EDUCATIONAL ASPIRATIONS	● having high expectations for Māori learning and fostering a learning environment that enables Māori learners to reach their full potential ● affirming Māori learners' place within the wider whānau, actively building relationships with their parents or caregivers, whānau, hapū, iwi and wider community ● valuing te ao Māori and supporting learning about local tikanga and history ● using opportunities to use and affirm te reo Māori and tikanga Māori in my teaching and leadership ● supporting all learners and others to understand the unique status of tangata whenua in New Zealand.
2. 5 PROMOTING INCLUSIVE PRACTICES TO SUPPORT THE NEEDS AND ABILITIES OF ALL LEARNERS	● fostering a welcoming, caring, safe and respectful whole-school or whole-centre environment where the diversity and uniqueness of every learner are accepted and valued ● providing learning opportunities where every learner can participate and achieve ● advocating to ensure learners with disabilities and learning support needs have their needs identified and have access to specialist services and support ● ensuring learners are supported by teachers with the skills and knowledge to meet their learning needs ● promoting a culture of high expectations for all learners, which relate to their interests, needs and goals, and providing challenges that stretch learning ● valuing partnerships with parents and caregivers, families and whānau regarding their child's learning.
2. 6 BEING FAIR AND EFFECTIVELY MANAGING MY ASSUMPTIONS AND PERSONAL BELIEFS.	● critically reflecting on how my own beliefs or bias may impact on my teaching practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities and cultures ● upholding principles of integrity, transparency, reliability and honesty when assessing the progress or performance of learners ● helping learners to think critically about issues and understand different views, theories, perspectives and experiences ● presenting issues or subject matter in an open way and being transparent about my own beliefs or perspective ● maintaining professional objectivity and, when this is not possible, discussing it with my professional leader ● basing judgements on clearly specified criteria when assessing the progress or performance of learners ● having transparent expectations and criteria for recognising, rewarding or managing the behaviour of learners ● treating learners equitably—recognising that treating learners fairly does not always mean treating them equally.

3. COMMITMENT TO FAMILIES AND WHĀNAU

3. 1 ENGAGING IN RELATIONSHIPS WITH FAMILIES AND WHĀNAU THAT ARE PROFESSIONAL AND RESPECTFUL.	• using a range of opportunities and approaches to establish and maintain a responsive and reciprocal relationship • using language, tone and processes to help families and whānau engage in their children's learning • being open and honest • maintaining professional boundaries and being transparent about actions that could be interpreted as blurring professional boundaries • respecting family and whānau privacy and treating personal information about them as confidential.
3. 2 ENGAGING FAMILIES AND WHĀNAU IN THEIR CHILDREN'S LEARNING.	• using effective approaches to communicate with families and whānau about their child's learning, aspirations and progress • providing them with sufficient information and opportunities to make informed decisions about their child's care and learning • providing accessible opportunities for them to share their views • being open and honest • making an effort to engage and communicate with and listen to them • supporting parents and caregivers to understand instances where their child may have legal rights independent of them
3. 3 RESPECTING THE DIVERSITY OF THE HERITAGE, LANGUAGE, IDENTITY AND CULTURE OF FAMILIES AND WHĀNAU.	• taking active steps to learn about the heritage, identity, language, beliefs, abilities and culture of my learners' families and whānau and to recognise their significance • recognising the diversity between cultures and within a culture, including diversity of ethnicity, ability, economic status, age, sexual orientation, gender identity, faith and belief • fostering an inclusive and respectful learning culture that affirms and celebrates diversity • using culturally appropriate ways to communicate with my learners' families and whānau • draw on the knowledge, skills and experience of the learners' broader community to enhance learning • making an effort to pronounce names correctly, greeting my learners and their families and whānau in their language and encouraging others to do the same • understanding that families and whānau may have different world views from my own.

4. COMMITMENT TO SOCIETY

4.1 PROMOTING AND PROTECTING THE PRINCIPLES OF HUMAN RIGHTS, SUSTAINABILITY AND SOCIAL JUSTICE.	• modelling and promoting respect for human rights and fundamental freedoms • promoting an understanding of exclusion or discrimination that may be experienced by people marginalised by their personal or social circumstances (that is, by their ethnicity, socioeconomic status, sexual orientation, gender, ability, religion or language) • fostering an understanding of sustainability and the importance of looking after the environment • being familiar with the United Nations Universal Declaration of Human Rights and the rights of children and young people as set out in the United Nations Convention on the Rights of the Child and using this as a basis to inform my practice (for example, recognising that children and young people are entitled to be included in decisions regarding their learning experiences and to have all aspects of their wellbeing supported and developed) • creating learning environments that are inclusive and welcoming • fostering universal values of human rights and respect for diversity • promoting an understanding of global citizenship with a shared responsibility for the well-being of humanity and the environment.

4.2 DEMONSTRATING A COMMITMENT TO A TIRITI O WAITANGI BASED AOTEAROA NEW ZEALAND.	● fostering an understanding of the role of Te Tiriti o Waitangi and its implications in the learning environment ● promoting an understanding of the particular status and rights of Māori as tangata whenua under Te Tiriti o Waitangi and as acknowledged in the United Nations Declaration on the Rights of Indigenous Peoples ● creating learning environments where all learners can be confident in their identity, language and culture and as citizens of Aotearoa New Zealand ● fostering school or centre values that respect and celebrate cultural diversity ● learning about local history and establishing relationships with the broader community, including mana whenua ● establishing connections with the broader community to celebrate all cultures ● affirming the use of te reo Māori and tikanga Māori.
4.3 FOSTERING LEARNERS TO BE ACTIVE PARTICIPANTS IN COMMUNITY LIFE AND ENGAGED IN ISSUES IMPORTANT TO THE WELLBEING OF SOCIETY.	● fostering a sense of individual and community responsibility where learners feel engaged in shared action leading to an improved quality of life for themselves and others ● promoting curiosity and critical inquiry about, and engagement with, real-world issues ● promoting a culture of democracy in the learning environment, such as opportunities for learners to have a say in issues that are important to them ● creating learning opportunities to empower learners to become active and critically informed citizens ● linking with issues and activities in the wider community ● promoting opportunities for learners to understand and use their rights and responsibilities ● fostering opportunities for learners to feel empowered to participate and contribute effectively in their communities and in issues that are important to them.

Standards

Te Tiriti o Waitangi partnership Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.	• Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. • Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. • Practise and develop the use of te reo and tikanga Māori.
Professional learning Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.	• Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. • Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. • Engage in professional learning and adaptively apply this learning in practice. • Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. • Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning- focused collegial discussions.
Professional relationships Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.	• Engage in reciprocal, collaborative learning-focused relationships with: – learners, families and whānau – teaching colleagues, support staff and other professionals – agencies, groups and individuals in the community. • Communicate effectively with others. • Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. • Communicate clear and accurate assessment for learning and achievement information.
Learning-focused culture Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.	• Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. • Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. • Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. • Manage the learning setting to ensure access to learning for all and to maximise learners' physical, social, cultural and emotional safety. • Create an environment where learners can be confident in their identities, languages, cultures and abilities. • Develop an environment where the diversity and uniqueness of all learners are accepted and valued. • Meet relevant regulatory, statutory and professional requirements.
Design for learning Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.	• Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners.

	• Design learning that is informed by national policies and priorities
Teaching Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.	• Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.